



# Subject Policy

## Music

**Reviewed by: Sarah Bailey**

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**Review Date: September 2027**

**INTENT:** At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.
- Care for others through service, kindness, and a sense of justice, becoming active and compassionate global citizens.

Our Music curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our Music curriculum, we aim for children to:

- *Participate and co-operate within a group;*
- *Develop an awareness of rhythm, pitch, dynamics, timbre, tempo, structure and melody;*
- *Learn to listen attentively to music with an increasingly critical ear;*
- *Experience a wide variety of musical styles and cultures;*
- *Gain confidence that encourages participation in musical performance for a variety of purposes and audiences;*
- *Develop an appreciation that music can enhance and develop their learning across the curriculum.*

Our Music curriculum has been tailored to our school's individual context. For example, owing to the fact that we are a Church of England school, Music is used during collective worship as one way to respond spiritually and put thoughts and emotions into words.

*Music Vocabulary:* The vocabulary that children should be able to understand and use at each stage of their Music learning is mapped in Music Progression of Vocabulary outline.

### **IMPLEMENTATION:**

Music is generally taught weekly in 'blocks' over the course of a half term. We believe that this allows for greater depth of study, and increased opportunities to build schemata. The Charanga scheme of work and lesson plans give week-by-week support and are comprised of six themed units for each year group. Interrelated dimensions of

music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - Warm-up Games
  - Singing
  - Playing instruments
  - Improvisation
  - Composition
3. Performing

*Pedagogical Approach:* Across all subjects at Debden Primary Academy, we use teaching strategies drawn from Rosenshine's work on *The Principles of Effective Instruction* and Lemov's recommendations in *Teach Like a Champion*, and this includes within the teaching of art. Some of the most important pedagogical strategies include:

-New Material in Short Steps: The individual components of large-scale works are given in small chunks of new material, ensuring that children's working memory is not overloaded.

-Regular Review: We spend the initial portion of lessons reviewing what has been learnt in prior lessons, terms and years. This helps to commit information to long-term memory.

-No Hands Up/ Cold Calling: We want to ensure that every child is an active participant in their learning, who fully engages and is able to contribute ideas. Cold calling also helps us to gauge what every child in the class understands, in order to tailor our teaching to the children's needs. To allow children to orally rehearse responses, we also provide regular opportunities for talk partners.

-Guided Practice and Independent Practice: Throughout units we aim to progress from practice that is more heavily guided and scaffolded, to more independent practice when a high success rate has been achieved.

*Curriculum Enhancement Opportunities:* Additional opportunities are given in school to develop our pupils' love of music. These include listening to a different piece of music each week to gain an understanding of different styles and cultures, performance opportunities for all year groups and musical concerts where children can play an instrument that they have been learning. We also run a school choir and offer one to one music lessons. The Essex Music Education Hub provide opportunities for live music experiences which encourage children to learn about different instruments and allows them to have a go at playing them.

## **IMPACT:**

*Evidence of Impact Sources:* Whilst much of the curriculum is taught during practical sessions with the children, written and photographic evidence is collected in a class Music book. The Co-ordinator monitors curriculum delivery and impact through discussion with staff and children. They also carry out monitoring in the form of a learning walk where lessons are observed and children are asked about their experience of Music lessons. The Charanga scheme also provides assessment in the form of end of Key Stage expectations as well as individual

'passports' for the children which allow for self-assessment.

*Whole-Class Feedback* – In addition to the verbal feedback that is provided within each PSHE lesson, teachers are expected to complete at least one whole-class cycle each term. This includes highlighting strengths, identifying misconceptions and next steps, and commenting upon the children's presentation/ clarity of thought. A 'blue sticker task' (the call to action) should be utilised to address misconceptions and learning that has not been secured.

*End of Unit Assessment* – At the end of each unit, teachers assess children's attainment using a score of 1-15, in line with our Foundation Assessment system. In PSHE, the make-up of the 15 marks are outlined below:

5 marks for...	5 marks for...	5 marks for...
Listen and Appraisal	Term focus (e.g. singing)	Composition and Performing

Score (0-5 Scale)	Descriptor
0	Does not demonstrate any of the skills in the appropriate section/s of the skills map.
1	Demonstrates a small minority of the skills in the appropriate section/s of the skills map.
2	Demonstrates an increasing number of the skills in the appropriate section/s of the skills map.
3	Demonstrates around half of the skills in the appropriate section/s of the skills map.
4	Demonstrates most of the skills in the appropriate section/s of the skills map.
5	Demonstrates all of the skills in the appropriate section/s of the skills map.

Children's scores are tracked via our 'Insight' monitoring system, to enable us to understand the progress that they are making throughout the school, and to tailor our approaches accordingly.

*Monitoring* – At least once per year, subject monitoring of art takes place, which is normally carried out by the subject leader. This is carried out alongside the link Governor for the subject. The subject monitoring process includes:

- Lesson visits;
- Trawl of children's books/ other evidence;
- Student chats;
- Checking of student understanding of information on knowledge organisers;
- Viewing classroom displays;
- Conversations with teachers;
- Analysis of assessment data;
- Subject leader 'deep-dive' questions and review of key subject documents (when with link Governor).

The information gathered from teachers is fed back in a timely fashion via our subject leader monitoring reports.